DOCUMENT RESUME

ED 269 733 CS 008 428

AUTHOR Witte, Pauline
TITLE Using Gloss to Help Fifth and Sixth Graders Comprehend Social Studies Text: An Informal Study of a Learning Aid. Working Paper No. 295.
INSTITUTION Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Aug 80
GRANT OB-NIE-G-80-0117
NOTE 75p.; A report from the Project on Studies in Language: Reading and Communication. Parts of appendix are illegible.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Advance Organizers; *Content Area Reading; Grade 5; Grade 6; Intermediate Grades; *Learning Strategies; *Reading Comprehension; Reading Instruction; Social Studies; *Study Skills
IDENTIFIERS *Glossing

ABSTRACT

A two-part study examined the effectiveness of glossing (writing comments or questions in text to improve comprehension) when students use it in social studies texts in combination with discussions and other activities. Students were divided into two groups, one of which learned glossing while the other engaged in assigned workbook activities. Results indicate that specifications for glossing can be developed and can be helpful if someone such as a reading specialist assists the teacher in applying them to content area materials. Glossing seems to be particularly helpful to teachers who want to be closely involved with guiding and directing student learning. Results also indicate that students need to be trained in the use of gloss techniques in order to ensure their successful application. However, while gloss seems to help students with the short-term retention of important ideas, it does not seem to aid their learning of more global concepts. (LLZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED269733

Working Paper No. 295

USING GLOSS TO HELP FIFTH AND SIXTH GRADERS COMPREHEND SOCIAL STUDIES TEXT: AN INFORMAL STUDY OF A LEARNING AID

by

Pauline Witte

Report from the Project on
Studies in Language: Reading and Communication

Wayne Otto
Faculty Associate

Wisconsin Research and Development Center
for Individualized Schooling
The University of Wisconsin
Madison, Wisconsin

August 1980

CS 008 428

BEST COPY AVAILABLE

Published by the Wisconsin Research and Development Center for Individualized Schooling.
The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

Center Grant No. OB-NIE-G-80-0117

MISSION STATEMENT

The mission of the Wisconsin Research and Development Center is to improve the quality of education by addressing the full range of issues and problems related to individualized schooling. Teaching, learning, and the problems of individualization are given concurrent attention in the Center's efforts to discover processes and develop strategies and materials for use in the schools. The Center pursues its mission by

- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR INDIVIDUALIZED SCHOOLING

TABLE OF CONTENTS

	Page
List of Tables	vii
Abstract	ix
Using Gloss to Help Fifth and Sixth Graders Comprehend Social Studies Text: An Informal Study of a Learning Aid	1
Specifications for Glossing	2
Text Analysis and the Use of Specific Comprehension Skills: Finding a Working Basis for Gloss	3
Format Specifications	7
Evaluating Glossed Text as a Learning Aid in a Fifth Grade Classroom	7
Part I	8
Results of the Immediate Posttest	10
Results of the Delayed Posttest	11
Conclusions	12
Part II	12
Results of Delayed Posttest	12
Conclusions	13
Verbal Protocols from Two Sixth Graders	15
Materials	15
Procedures	16
Collecting the Verbal Protocols	17
Discussion of the Verbal Protocols	18
Summary	25
References	29
Appendicies	31
Appendix A	31
Appendix B	53
Appendix C	57

LIST OF TABLES

Table		Page
1	Means Scores and Variances for the Gloss and the Workbook Groups on the Immediate Posttest	10
2	Mean Scores and Variances for the Gloss and Workbook Groups on the Immediate Posttest-Part I	11
3	Mean Score and Variance for the Gloss and the Workbook Groups on the Posttest-Part II	13

ABSTRACT

Glossing or the writing of notes, questions and commentary to accompany text as an aid to comprehension is a technique that many of us have used as we read and study. This study, which is part of a larger work effort to develop a technique for improving readers' ability to deal with printed text was designed to look at the glossing technique in a less formal, more naturalistic context. Specifically, the purpose of this is to examine the gloss technique when it is used with student texts during a regularly scheduled social studies class and in combination with the discussions and other activities the teacher would normally use for that particular unit. The report of this informal tryout of gloss focuses on three different activities: (a) developing some specifications for glossing texts currently used in classrooms, (b) conducting a small scale study to determine if texts glossed to these specifications improve comprehension in the classroom setting, and (c) collecting verbal protocols from two students who discussed what they were doing as they worked through the gloss activities. In a classroom setting, gloss was found helpful in encouraging students to become involved with the text and to remember important concepts for a short time. However, students may need training in how to use the gloss techniques.

Using Gloss to Help Fifth and Sixth Graders Comprehend Social Studies Text: An Informal Study of a Learning Aid

Glossing or the writing of notes, questions and commentary to accompany text as an aid to comprehension is a technique that many of us have used as we read and study. Some teachers, following common sense inclinations, have developed and used glosses with their students' texts. Recently, the practice of glossing has received specific attention as a technique that could possibly be systematized and taught formally to teachers to enable them to adapt textbooks in order to enhance students understanding (Singer and Donlan, 1980; Thielen, 1976). The problem is there there is no available evidence in the classic experimental sense to show that glossing a text does in fact aid comprehension. Like some other instructional techniques with high face validity, the learning skills and behaviors that are developed and used in the process of reading a glossed text are both subtle and complex. The real world value of these techniques often seems to be lost when they are squeezed into a tight experimental versus control group paradigm. This study, which is part of a larger work effort to develop a technique for improving readers' ability to deal with printed text (Otto, in press) was designed to look at the glossing technique in a less formal, more naturalistic context. Specifically, the purpose of this study is to examine the gloss technique when it is used with student texts during a regularly scheduled social studies class and in combination with the discussions and other activities the teacher would normally use for that particular unit.

The report of this informal tryout of gloss focuses on three different activities: (a) developing some specifications for glossing texts currently used in classrooms, (b) conducting a small scale study to determine if texts glossed to these specifications improve comprehension in the classroom setting, and (c) collecting verbal protocols from two students who discussed what they were doing as they worked through the gloss activities.

Specifications for Glossing

Glossing, providing commentary, or using a reading guide are techniques that some teachers use to help their students understand printed text. The content and format of these informally developed aids usually varies from teacher to teacher. Even writers such as Singer and Donlan (1980) and Thielen (1976), who strongly recommend that teachers develop these types of aids, do not describe systematic procedures for writing them. The consensus seems to be that these types of learning aids should reflect the general impressions, thoughts, and reactions a mature reader, in this case the teacher, has when reading printed text. One of the real values of these types of learning aids is that they provide students with personalized perspectives, but a personal viewpoint can be idiosyncratic. Part of the work effort of this project has been to develop some specifications for glossing which would help teachers to write gloss that (a) more accurately and consistently reflects the content and organization of the text, (b) follows a consistent format and yet can be applied to a variety of textbooks, and (c) provides oppor-

tunities for students to apply comprehension skills taught in developmental reading classes.

Text Analysis and the Use of Specific Comprehension Skills: Finding a Working Basis for Gloss

One dimension of the larger work effort (Otto, in press) to develop textual aids is to learn if recent related research in the area of text analysis provides any bases for preparing gloss activities. Study of the work of such investigators as Kintsch and van Dijke (1978), Meyer (1975), and Rumelhart (1975) has contributed some useful insights into developing and structuring gloss so that it will be helpful to a reader. For example Kintsch (1979) suggests that adjunct questions that require a reader to relate textual information to something they already know or questions that would require the reader to relate ideas within text would aid comprehension. He bases these suggestions on his research findings which indicate that readers organize the microlevel or individual ideas in text into larger coherent units using their background experiences, their expectations about the organization of text, and their goal for reading. Thus, learning aids that encourage readers to relate what they already know to ideas within the text should improve comprehension.

Kintsch (1974) and Meyer (1975) have developed formal systems for semantically parsing or representing the meaning of texts. The idea of using one of these systems to analyze classroom texts in order to provide a basis for gloss activities was considered, but both systems are complicated and extremely time consuming to use. They do not appear to be practical for use with longer passages of text. Even though the pro-

cedures for analyzing text at a microlevel are specific and concrete, the procedures developed for analyzing text into larger coherent units seem to be more useful as research tools than for the development of instructional techniques and materials.

Because formalized text representation systems did not appear to provide an appropriate basis for writing the gloss, this informal study used the types of comprehension skills that are identified in published reading instructional materials, such as The Wisconsin Design for Reading Skill Development (the Design): Comprehension Element (Otto and Kamm, 1977) and The New Macmillan Reading Program (Smith and Wardhaugh, 1975). These reading comprehension skills--finding main ideas and supporting details, locating sequences, using context clues, and understanding cause/effect relationships--have counterparts that can be identified as characteristics of printed text, i.e., paragraphs and passages of printed text have main ideas, supporting details, sequences, context clues, and cause/effect relationships that can be identified. Appendix A contains an example of gloss activities and a copy of the chapter from the sixth grade social studies text that provided the basis for them. These activities as well as all the others used in this informal study were written by the investigator following this procedure:

1. After a careful reading of the selected chapers in the fifth and sixth grade social studies texts, the investigator identified, using headings and subheadings as a guide, the main ideas and supporting details of sections, subsections and paragraphs. Also noted were the portions of the text where

sequences of events were listed, where cause/effect relationships were described, and where context clues were used.

2. Questions, comments, and instructions to reread and relate ideas were developed for a selected number of these identified portions of text. While not all main ideas, supporting details, context clues, cause/effect relationships and sequences identified in the text were glossed, an attempt was made to include portions of text where representatives from all five categories could be found. In this investigator's judgement, the portions of text selected to provide the basis for gloss activities contained the essential information presented in the text. (Appendix A nos.: 3, 4, 6, 9, 10, 11, and 16 are examples of gloss activities for the five skill categories.)
3. Both the fifth and sixth grade social studies books contained in-text learning aids such as headings, subheadings, instructions to use maps, charts, and other graphic aids as well as some references to information the student should have learned in earlier sections of the text. Teachers often comment that their students usually skip over such in-text aids. In order to place more emphasis on the importance of such

aids, gloss comments and questions were written which required the student to actively interact with them. (See Appendix A, nos.: 2, 14, 19, 20.)

4. At a number of points in both the fifth and sixth grade texts, the investigator felt that insights and reading behaviors that only a mature reader could employ spontaneously were required. So gloss comments providing these insights were included at these points. Also because social studies texts by their very nature are dated the moment they are printed, glossed questions and comments were written to help students update the information in text and to relate it to current events. (See Appendix A, nos.: 4, 6, 11, 12, 14, 17, 22, 23.)

5. The gloss comments and questions were also designed for a progressive application of reading comprehension skills by demanding less inferencing, critical and independent thinking from the students in the earlier activities and more in later activities. For example, a main idea question on one of the beginning activity sheets might state the main idea of a paragraph and ask the students to supply a supporting detail. The students would then be asked increasingly difficult main idea questions culminating in activities where the students would be asked to read a paragraph or section of text with an inferred main idea and then state it in their own words.

Format Specifications

A technical, dictionary definition of gloss indicates that it consists of notes or commentary written in the margins of text. Margins may be the traditional place for gloss, but in reality teachers could not gloss every text or even suggest to students that they might write in the margins of books. Thus, as in our previous studies of this type of learning aid (Otto, in press), the gloss comments and questions were written on separate activity sheets. Brackets were drawn in the margins of these sheets so that when the activity sheet is lined up with the text page the brackets indicate which information should be reread to complete the questions. Since many content area texts including the ones used in the study described in this paper have two columns of print, brackets were drawn on the left side of the activity sheet when the information to be read was in the left column. They were drawn on the right side of the activity sheet to indicate that the information to be read was in the right column. Appendix B contains examples of the gloss activities as they are lined up with a page of text.

Evaluating Glossed Text as a Learning Aid in a Fifth Grade Classroom

Following the development of specifications for writing gloss activities, a two-part study was done to evaluate the effectiveness of these activities. In the first part of the study, the students were divided into two groups with one group receiving the gloss treatment and the other doing the regularly assigned workbook activities.

Following an immediate and delayed posttest on the first set of activities, the second part of the study was conducted. The gloss group in Part I became the workbook group in Part II and vice versa in order to compare each subject's performance on a delayed posttest following gloss activities with his or her own performance on a delayed posttest following workbook activities. A second reason for conducting Part II of the study was to determine if the specification for writing gloss could be employed with some degree of consistency. In other words, would students react similarly to two different sets of activities written for different portions of text if the specifications for writing those two sets of activities were the same?

The students who participated in this study were enrolled in a K-6 elementary school which was part of a school district of about 3,000 students in south central Wisconsin. The study was done in one fifth grade heterogenously grouped classroom during the regular social studies period. When it was necessary for this investigator to work with the experimental group alone, the regular classroom teacher supervised those students in the control group.

Part I

For the first part of this study, a portion of a unit on the south central United States was glossed. This unit came from a fifth grade social studies text, Exploring World Regions, (Gross, et al, 1975), which this fifth grade class had been using for a semester and a half. Appendix C contains these gloss activities and a copy of the printed text.

The class was divided into three reading groups based on reading ability as regularly assessed by the MacMillian r Achievement Tests. The New Macmillan Reading Program (Smith and Wardhaugh, 1975) is the basal reading series currently used by the school district. For the purposes of this study, half of the members from each reading group were randomly assigned to the experimental or gloss group and the other half of each reading group was designated as the workbook group.

During the first day of the study both groups remained in the classroom for one social studies period (approximately 25 minutes) while each subject silently read the selected portion of text. The following day, the experimental group went with the investigator to an empty classroom where instructions for doing the gloss activities were given. This presentation covered procedural matters. The students were simply told that the activities were designed to help them; no attempt was made to help them relate the activities to their previous work with comprehension skills or to provide extensive instruction in the use of gloss. The gloss group used what remained of the 25 minutes to begin work on the activities. The workbook group remained in the classroom and began doing the workbook activities which accompanied the social studies text. Two additional periods were required for the gloss group to complete the activities. Many of the students in the workbook group completed the workbook activities sooner than the gloss group finished the gloss activities. These students were instructed to read a library book for the remaining time (approximately 15 minutes).

Two days after the gloss group completed their activities, an immediate posttest was administered to both groups. This test was con-

structed to measure learning of important ideas and concepts presented in the printed text. To the extent that the gloss activities stressed main ideas and the relations between concepts, while the workbook pages emphasized facts and more detailed information, the immediate posttest reflected the content of the gloss activities more than it did the content of the workbook pages. The format of the posttest and the gloss activities also tended to be similar, i.e., students were required to generate sentences and order sequences for both. The workbook activities most often required students to fill in the blanks or complete charts and graphs. The 24-item test was scored by the investigator according to predetermined criteria for correct answers.

Results of the Immediate Posttest. The mean scores for the gloss group and the workbook group were then compared using the t-test for matched samples. Table 1 shows the mean scores and the variances for both groups.

Table 1

Mean Scores and Variances for the Gloss and the Workbook Groups on the Immediate Posttest

	Gloss N=14	Workbook N=16
$\bar{X}$	14.14	9.63
s^2	28.84	16.65

The critical value for t = .01/1; 28df = 2.467. The obtained t for the comparison between the gloss and the workbook groups was 2.67. Thus, the difference between the two groups was significant at the $p < .01$ level. The gloss group performed significantly better on the immediate post-test than the workbook group.

Results of Delayed Posttest. Two weeks after the students in both groups had completed their respective activities, a delayed posttest was given. This 15-item test was designed to measure learning of the general concepts presented in the text. Thus the students were required to make higher level generalizations than they had for the immediate posttest. For the majority of the items, the students were instructed to generate a sentence or statement in order to answer the question. The responses on the delayed posttest were scored by the investigator according to predetermined criteria. Students were given partial credit for a response that contained some but not all of the required information. Table 2 shows the means and variances of the two groups on this delayed posttest.

Table 2

Mean Scores and Variances for the Gloss and Workbook Groups on the Immediate Posttest-Part I

	Gloss N=16	Workbook N=13
$\bar{X}$	10.3	9.46
x^2	19.17	20.76

Although a t-test for matched samples indicated that the difference between these two groups was not significant, the gloss group scored somewhat better than the workbook group.

Conclusions. The fact that the gloss group scored significantly better than the workbook group on the immediate posttest was encouraging, especially since the students appeared to react favorably to the gloss activities and their teacher expressed a positive reaction. But the failure of the gloss group to score significantly higher on the delayed posttest raised some doubts about the long-term instructional benefits of gloss.

Part II

The second part of this study was done to provide additional information about gloss by attempting to determine if students would score differently on a delayed posttest when slightly different materials were used and by comparing each subject's performance with glossed materials to his or her own performance when using the workbook activities.

The printed text that was used for Part II of this study was the section from Exploring World Regions (Gross, et al, 1975) that immediately followed the material used in Part I. All other procedures for Part II were the same as for Part I except that the two groups were reversed. The group that had previously used the gloss material did the workbook exercise and those who did the workbook exercises did the gloss activities.

Results of Delayed Posttest. The delayed posttest was administered two weeks after both the gloss group and the workbook group had completed

their activities. As in Part I, the test consisted of 15 items which required complete statements and sentences for answers. The pattern of results for this posttest was similar to the results of the posttest given in Part I. As Table 3 shows, the gloss group scored higher than the workbook group but the difference between the two groups was not significant.

Table 3

Mean Score and Variance for the Gloss and the Workbook Groups on the Posttest-Part II

	Gloss N=13	Workbook N=16
$\bar{X}$	10.3	9.3
S^2	10.56	17.29

Final comparisons were then made between the scores of the gloss group from Part I and the scores from the same group when they did the workbook activities in Part II and between the scores from the workbook group in Part I and the scores from the same group when they used the gloss activities in Part II. Even though both groups scored higher when they used the gloss activities, these differences were not statistically significant.

Conclusions. Taken as a whole, the results of the three tests, immediate posttest, delayed posttest-Part I, and delayed posttest-Part II,

do give some perspective on how gloss functions in a natural classroom setting. The result of a significant difference between the gloss and the workbook groups on the immediate posttest suggests that gloss did improve the learning of the content which it focuses on. But the lack of significant differences on the delayed posttests which measured the learning of content in a more global way suggests that the gloss did not help the students to improve their general understanding. In spite of the lack of statistically significant differences in favor of the gloss groups on the delayed posttest, all subjects did score higher after they had worked through the gloss activities. This pattern of responses suggests that gloss activities might have some instructional value. At the very least it indicates that gloss activities can be written with some consistency and that there is reason to further study the gloss construct.

Impressions gained from this informal study suggest that the gloss treatment might be strengthened by improving the quality of the questions, providing more training,or increasing the length of the treatment. In addition, different types of posttests could be constructed and tried in order to develop a test that might be more sensitive to the learning that had taken place. The final part of this informal study,which consisted of collecting verbal protocols from students as they used the gloss materials, was conducted in order to gain some insight into how students process gloss. Hopefully, this information could provide some basis for improving or strengthening the gloss procedure.

Verbal Protocols from Two Sixth Graders

The informal study reported here resulted in some information about the general effectiveness of the gloss procedure. The immediate posttest - delayed posttest design did provide objectivity, but it revealed little about the effectiveness of particular gloss questions or about how the students were interacting with the text. It did not provide specific information about how the gloss activities could be improved. In order to gain more in-depth information in these areas, verbal protocols were collected from two sixth graders as they responded to gloss activities which were written to supplement a unit in their social studies text. The primary purpose for collecting this type of data was to gain some insights that might explain, at least tentatively and subjectively, how students were responding to the different types of questions and if the bracketed gloss activities prompted them to interact with the text.

Materials

The classroom teacher indicated that the subject of the next unit to be covered in the sixth grade social studies class was the Middle East. This unit came from the text Learning About Countries and Societies (Davis, 1971). The four chapters in this unit described the Middle East from the perspective of a geographer, an archaeologist, a historian and a sociologist. Gloss activities were written for these chapters following the specifications described in the first part of this paper. An example of the gloss activities written for one chapter is given in Appendix A.

Procedures

The sixth grade subjects who participated in this informal study came from the same school as the fifth grade subjects who were involved in the study described above.

The investigator introduced the gloss activities to the sixth grade class during their social studies period. The studen were told that the materials they would be using for the next four weeks were designed to help them learn more when they read social studies and other texts. Then a brief slide-tape presentation developed at the Wisconsin Research and Development Center (Camperell and White, in progress) was shown. This presentation described how comprehension skills could be applied in content area texts. Following the slide-tape presentation, the skills were discussed briefly to emphasize to the students that these skills were the same as those presented to them in their reading texts. Finally, the students were given sample bracketed activity sheets and were shown how the activities were designed to help them use comprehension skills.

After these introductory procedures were completed, the classroom teacher directed and monitored the students' work on the glossed text. Three 45-minute periods a week were scheduled for social studies. During the first period, the students read the assigned chapter and began the gloss activities. The second weekly period was designated as independent work time when the students completed the gloss packet. The last period was used for teacher-directed discussion of the chapter. This teacher-directed work often focused on questions that were included in a review section in the text or on map and graph work. The procedure

for all four units followed this same weekly pattern. When the unit was completed, the students were given a 20-item test. After the investigator had written the test, the classroom teacher reviewed it to ensure that it reflected the important points covered both in the gloss and in her discussion. Some of the 20 items on the exam were fill-in-the-blank type, but the majority required the student to write a sentence or statement. The highest possible score on the test was 40 points. After the tests were scored by the investigator a mean score of 28 was computed. The scores ranged from 40 to 12.

The classroom teacher was satisfied with these scores, but she expressed surprise that some students (those she considered her most able) had not done as well as she had expected while others whom she considered to be of average ability scored better than she had anticipated.

Prior to the assignment of the gloss activities for the last chapter of the unit on the Middle East, two students were selected from the class to work through this last gloss packet with the investigator. According to the judgement of both the classroom teacher and the investigator, one student, Bob, was a good reader and the other, Doug, was an average reader.

Collecting the Verbal Protocols

Each of the two subjects worked with the investigator in a room separated from their class. They were told that their teacher and the investigator were interested in what they were thinking as they did the gloss activities and their thoughts and ideas would be used to help write better materials. Both subjects indicated that they understood what they

were to do and that they felt comfortable expressing their thoughts out loud. They were also told that what they said would be tape recorded. Although the original intention was to have the students verbalize their thoughts in response to the gloss questions without intervention from the investigator, there were many points during the data collection where it seemed that comments regarding the correctness of a response, prompts to use a strategy, and encouragement from the investigator were both appropriate and beneficial. Thus the collected information had the form of a dialogue between the investigator and student with the gloss activities providing the structure for the discussion. Following collection, the verbal protocols were transcribed into written form. It would not be appropriate to say that these protocols were or could be analyzed in any formal sense. Because they were not meant to provide a basis for drawing conclusions but rather to generate ideas for further speculation and possible improvements in the gloss activities, they are simply discussed in the following section.

Discussion of the Verbal Protocols

The first question each boy was asked was what his thoughts about doing the gloss activities for the previous chapters were: Did he like doing them? Did he feel they were helpful? Bob, the good reader, said, "I think it was alright." Doug, the average reader, said, "Nah, I don't like doing 'em." The main reason for these rather negative responses on the part of both boys seemed to be that they felt the activities were difficult. Bob indicated that though the activities were hard, he felt he could handle them. He said, "You have to think to get the answer... If you think, you can get it." Doug described in greater detail why he

found the gloss activities difficult:

Investigator: Why don't you like the activities?

Doug: Well, most of the time it's hard to find the answers for the question. But it's not real hard that you don't know what to do or anything. I came across maybe one or two questions I don't understand but---I've gotten most of 'em.

Investigator: What's been hard about it?

Doug: Finding the answers.

Investigator: That's hard?

Doug: Uh - huh - well, like they'd ask for three questions in one---- like why and where and things. I'd be able to find two and the last one----I'd be lost and I couldn't find it.

Investigator: You mean they'd ask you three questions and---

Doug: Well, not really three questions. Like they'd ask something and ask why. And it's hard to find the why.

Investigator: Did you feel doing this packet helped you to learn?

Doug: You mean how they work over in Egypt and places? Oh yah! It helps.

After the two subjects had expressed their general impressions of the gloss activities, the investigator explained the procedure they would be following for the last chapter. When the investigator was certain that each of the boys understood that they were to express their thoughts out loud, the actual work on the activities was done. Review of the boys' taped and transcribed verbal protocols gives the impression of some patterns in their responses. For example, as Doug said, "why" questions or directions to summarize, find an important idea, relate two things or tell how two things are different were difficult. At these points prompts

and encouragement from the teacher seemed to be needed to help both boys stay with the task. At the same time, these types of questions caused more interaction with the text and possibly more learning resulted from them. One of Doug's responses to a why question illustrates how this interaction tended to take place. The focus was on the following two paragraphs from the text:

> Egypt moved steadily toward modernization. Dams were built and the cultivation of cotton for export was begun. Because Great Britain and France had both invested so much money in building the Suez Canal, they began to insist on having some voice in Egyptian financial affairs. An antiforeign rebellion discouraged France, but it encouraged Great Britain to tighten its hold.
>
> Egypt Becomes Monarchy. When Turkey collapsed along with the Central Powers with whom it was allied in World War I, Britain declared Egypt a protectorate and chose a khedive more sympathetic to British interests. However, Egyptian nationalists did not like this arrangement. Finally in 1922 Britain concluded a treaty calling for a constitution for Egypt and for a monarch. The first monarch was King Fuad I.

The second paragraph was the one that was bracketed on the gloss activity sheets and the students were asked to respond to the following statement:

> The information in the paragraph just before [5 tells you why Britain was interested in Egypt and declared it a protectorate. Write this reason on the lines below.

Doug: Is this here word (points to protectorate) like a resource that Egypt had?

Investigator: Well, no,---do you understand the question?

Doug: They're asking---what Egypt declared protectorate on Egypt in a way.

Investigator: Why Britain declared---

Doug: Yah---the reason why--so probably the answer could be for something they had on their land---that Britain wanted---but the hard part is to find what Britain wanted.

Investigator: That's why it says the paragraph just before---It should tell you what it was that Britain wanted.

Doug: Well, it could be that they a---one reason that they wanted - what they wanted was maybe money or modernization that Egypt had or were moving toward. The exports maybe---Oh! the Suez Canal-(Reads) "Because Great Britain and France had both invested so much money in building the Suez Canal, they began to insist on having some voice in Egyptian financial affairs." Probably so they could send that through their territory maybe--Should I name the canal---Is that what they were asking for now? (Writes answer) "Because they had invested so much money in the Suez Canal, they wanted Egypt to be a protectorate.

Based on these responses, it seemed as though the gloss in combination with some prompts from the teacher helped Doug to interact with the text by rereading, searching for ideas, and thinking about what had been said.

One of the last questions in the gloss activities required the student to go back to an earlier chapter in order to relate key concepts within the unit. Bob's responses to this question give an indication of how the gloss activities elicited interaction with a larger unit of

text. The statement on the gloss activity sheet was as follows:

> Earlier in your text you were told why the Suez Canal was so important. Go back and find this earlier section on the Suez and then explain why it was so important on the lines below.

Bob: Maybe that was back here. I doubt it though---Suez...I don't even think I'm in the right place...Might take a little while---I don't think it would be in archaeologist* though. It wouldn't. Must be back here in sociologist. Right there. Well, here it mentions it---Well, it was important to the independence of Egypt.

Investigator: Suez Canal---It's about water. It's about land and a geographer is the person who is interested in all that. So that should key off in your mind that maybe this business should be somewhere in the section on geography.

Bob: OK---Probably because---Where's the Suez Canal on here? (Looks at map) It doesn't say---does it?

Investigator: Here it says Suez Canal. (Points to map)

Bob: Right along there---It's got to be important it goes right through...Probably for the shipping lane. (Continues searching the text)

Investigator: Look at your heading and subheading. It is going to be under "A Land of the Great Empire."

Bob: No. Right there. (Points to a section headed by "Land and Water Routes") How could I be so stupid? Why was it so

*The chapters were titled An Archaeologist Looks at the Middle East, A Historian Looks at the Middle East and etc. Bob was wondering whether or not the information he was looking for would be in these chapters.

important? Easy. It provided a travel route from the Red Sea to the Mediterranean Sea. That wasn't so hard.

Both Bob and Doug responded to the items which required them to read a section of the text and draw one line under the cause and two lines under the effect with little difficulty. They answered these items correctly almost immediately without verbalizing a strategy or problem solving process. The sequence items also appeared to be easy for both boys. And with some prompting from the investigator Bob did verbalize the process he used. He said that first he looked at most of the paragraphs in the section. Next he looked back at the first sentence in the text and checked to see if it was one of the items in the sequence question. If it was, then he put a "1" before that item. Then he read the second sentence in the text and followed the same procedure. His remarks indicated that the sequence items did not really cause him to think about events in terms of their relationship to one another, but possibly these items did help him to remember the order in which the events occurred.

The overall impression gained from collecting and reviewing these protocols is that the gloss activities did seem to encourage the students to become involved with the text. "Why" questions, directions to summarize, to relate information, or to pick out important ideas seemed to result in more interaction with the text than items which required the student to underline, fill in a blank, or number a sequence in order. Doug's search of the text and his verbalizations of the process he used to find out why Britain declared Egypt a protectorate (above) are examples of how these types of questions and directions appear to result

in interaction with the text. This impression merely supports what such writers as Bloom (1956), Ruddell (1978), and many others have been saying for years. Questions that prompt students to make inferences and relate ideas are probably more conducive to learning than questions which ask for a simple factual response. The problem is that these types of questions are difficult and Doug's comment, "Nah, I don't like doing 'em," probably sums up how many students feel about them. In the real world, students seem to avoid these kinds of questions when possible and teachers have difficulty finding meaningful ways of helping students deal with them. One contribution of the gloss activities might be that they provide a method or vehicle which a teacher could use to help students learn how to answer such questions. These dialogues with Doug and Bob seem to indicate that gloss might have this potential.

A second and closely related impression gained from collecting these protocols is that possibly students need some training in order to benefit from the gloss. Even after working through the gloss activities for three chapters Bob and Doug lacked some of the strategies they needed to respond to the questions. Perhaps if the interaction with the investigator had come with the initial introduction to the gloss, Doug and Bob could have worked more effectively with the activities on their own. Of course, many educators would question the practicality of a teacher spending a half to a full hour with one student working with one chapter of text. But if the effects in terms of increased learning were large enough and long term, perhaps the effort would be worthwhile.

Summary

This informal study of gloss as a learning aid was done to learn more about the potential value of gloss in the context of an actual classroom. Essentially the question was, at its present state of development, can gloss be helpful and usable in the real world of harried teachers, textbooks that are too difficult, and students with inadequate reading skills? The answer to this question from the biased position of this investigator is "yes." Gloss appears to be helpful to students and the procedure can be implemented in the classroom if someone such as a reading specialist develops or helps the teacher to develop the materials.

In this study the investigator, functioning as an elementary school reading specialist, discussed the prospect of using gloss activities with a fifth and a sixth grade teacher. Both teachers said that their student particularly needed help reading their social studies text. According to these teachers, many of their students could not read and understand the text on their own so either they (the teachers) read portions of the text aloud to the class or else the students orally read the text in a round-robin fashion. Further discussion with other elementary teachers in the district indicated that it was a common practice to read portions of text, in some cases major portions, aloud during the social studies period. These teachers expressed dislike for this practice, but they felt they had no alternative. As a result both the fifth and the sixth grade teachers who participated in this informal study were enthusiastic about the prospect of using a learning aid that could help their students read and understand.

The results of this informal study were mixed. On the positive side, we found that specifications could be developed to enable the investigator to write gloss activities for social studies texts and that fifth grade students responded to these activities in a consistent manner. Also on the positive side we found that doing the gloss activities helped students to remember important ideas from the text for a short period of time. But the gloss activities did not seem to help students learn the more global concepts presented in the text and the gloss treatment groups did not maintain their advantage over a two-week period. Still, the duration of the treatment was short, only an hour and a half for most of the fifth grade subjects. Perhaps more activities and more time to work on them would have helped the students to remember more for a longer time.

Following collection of verbal protocols from two sixth grade students as they did the gloss activities with assistance from the investigator, a final impression was that perhaps gloss activities would be more helpful if students were trained to use them. The two boys who participated in this study seemed to benefit from one-on-one work with the investigator, but possibly a teacher could work through several gloss activities with an entire class in the initial introductory stages and then follow this with small group work and individual discussion with students as they worked on the activities. As such gloss would not be a series of activities that could be color-coded, laminated, and neatly packaged. Instead, gloss might be an approach or technique that teachers could use to provide a basis for intensive interaction with their students as they learn. In the investigator's opinion, there are many

teachers who do not want materials and techniques that are teacher-proof and that can be implemented simply by following a manual. These teachers want to be closely involved in guiding and directing student learning. Perhaps gloss is a technique that could be used to bring about such involvement.

References

Bloom, B. S., et al. (Eds.), Taxonomy of educational objectives: Handbook I, cognitive domain. New York: David McKay, 1956.

Camperell, K., & White, S. Analyzing self-report data. Madison: Wisconsin Research and Development Center for Individualized Schooling, (in progress).

Davis, O. L., et al. Learning about countries and societies. New York: American Book Company, 1971.

Gross, H. H., et al. Exploring world regions. Chicago: Follett Publishing Company, 1975.

Kintsch, W. The representation of meaning in memory. Hillsdale, N. J.: Lawrence Erlbaum Associates, 1974.

Kintsch, W. On comprehension. Invited address, American Educational Research Association. San Francisco, April 1979.

Kintsch, W., & van Dijk, T. Toward a model of text comprehension and production. Psychological Review, 1978, 85, 363-394.

Meyer, B. The organization of prose and its effect on memory. Amsterdam: North-Holland Publishing Company, 1975.

Otto, W., & Associates. Text comprehension to classroom application. Madison: Wisconsin Research and Development Center for Individualized Schooling, (in press).

Otto, W., & Kamm, K. The Wisconsin Design for Reading Skill Development: Comprehension Element. Minneapolis: National Computer Systems, 1977.

Ruddell, R. Developing comprehension abilities: implications from research for an instructional framework. In Samuels, S. (Ed.), What research has to say about reading instruction. Newark, Delaware: International Reading Association, 1978.

Rumelhart, D. E. Notes on a schema for stories. In D. G. Bubrow, & A. M. Cullins (Eds.), Representation and understanding: Studies in cognitive science. New York: Academic Press, 1975.

Singer, H., & Donlan, D. Reading and learning from text. Boston: Little, Brown and Company, 1980.

Smith, C., & Wardhaugh, R. The new Macmillan reading program. New York: Macmillan Publishing Company, Inc., 1975.

Thielen, J. Improving reading in science. Newark, Delaware: International Reading Association, 1976.

APPENDIX A

The Middle East

Chapter 4

A Sociologist Looks at the Middle East

1. Reread both columns in [1 on p.243. Then on the lines below write what a sociologist does.

_____

_____

_____

2. Before we go futher with this chapter let's review some of the things we have learned about the Middle East from the various people who have looked at it:

   A. First we looked at the Middle East through the eyes of a geographer. What important things did you learn about the Middle East from the geographer?

   _____

   _____

   _____

   B. Next we looked at the Middle East from the viewpoint of the archaeologist. On the lines below, write one important thing that the archaeologist found out about the Middle East.

   _____

   _____

   _____

   C. Then we saw how the historian looked at the Middle East. What kinds of things about the Middle East was the historian interested in? Write one or two on the lines below.

   _____

   _____

   _____

D. How does a historian differ from a sociologist?

_____

_____

_____

2. Reread the information in ⌊ 2 and then in a few words describe the kind of rulers the Ottoman turks were.

_____

_____

3. Reread ⌊ 3 and write the main idea of this paragraph on the lines below.

_____

_____

4. The important idea expressed in this paragraph is that the Egyptians were able to work toward independence because the turks were such poor rulers.

5. The information in the paragraph just before ⌊5 tells you why Britain was interested in Egypt and declared it a protectorate. Write this reason on the lines below.

_____

_____

6. Write a brief summary of the information given in the section entitled "Egypt As a Republic." Be sure to include the most important ideas.

_____

_____

_____

4

5

6. The answer to the question below would be the main idea of the information presented in [6. Answer this question on the lines provided.

   Why did the Jews start the movement called Zionism?

_____

_____

7. What was the name of the person who turned Zionism into a planned worldwide effort?

_____

8. Why do you think the Jews preferred Palestine as the place for the Jewish nation?

_____

_____

9. Explain what a mandate is using your own words.

_____

_____

10. One sentence below states a cause, the other states an effect. Draw one line under the cause. Draw two lines under the effect.

    Serious riots occurred between the Jews and the Arabs.

    The Arabs were afraid they would be forced to leave Palestine.

11. The last sentence in [11 says that immigration to the Holy Land rose sharply. The rest of the paragrapg tells you why this happened. In one or two sentences explain <u>why</u> immigration rose sharply.

_____

_____

12. Read the information given in the section entitled "Partition Suggested" carefully.

13. Read the information given in the section entitled "World War II." One important idea presented here that both Egypt and Palestine fought on the side of Great Britain in World War II. A second important idea is presented in the last part of this paragraph. Write what you think this idea is on the lines below.

_____

_____

14. The first sentence in [14 says: "The entire issue soon came before the United Nations." What is this issue? You may have to review the information in the two sections before [14 in order to write a good answer to this question.

_____

_____

15. Reread the information in [15 in column 1 on p.248. Then explain why the Arabs were angry on the lines below.

_____

_____

16. Reread the section entitled "The New State of Israel" and "The Arab Israeli War" on p.248. Then put the following events in the correct order by placing a "1" on the blank in front of the event that happened first and so forth.

_____ The Jewish state was proclaimed in Tel Aviv.

_____ Israel increased its holdings by one half.

_____ The Arab armies attacked Israel

_____ The British ended their mandate and withdrew their forces

_____ Israel beat back the Arab forces

_____ President Truman acknowledged the new state of Israel

15

14

17. This paragraph [17 is an introduction to the information that follows. It says that the Arabs needed a strong leader to unite them in order to successfully fight against Israel. Read the next section and on the lines below write the first sentence that tells you who this strong leader was.

_____

_____

_____ 17

18. One sentence below states a cause. Draw one line under it. The other sentence states an effect. Draw two lines under it.

Nasser took over the British dominated private Suez Canal company.

Western countries canceled their offer of funds for building the Aswan Dam.

18

19. On what page in you text have you already read about the Aswam Dam.

_____. According to the information on this page what country eventually helped Egypt to build it?

_____

20. Earlier in your text you were told why the Suez Canal was so important. Go back and find this earlier section on the Suez and then explain why it was so important on the lines below.

_____

_____

18

21. Reread the sections entitled "The Arab League" and "The United Arab Republic." Then put the following events in the correct order by placing a "1" in front of the event that occurred first and so forth.

_____Syria with drew from the United Arab Republic.

_____The League proved to be loose and weak.

_____ The League of Arab States was formed in Cairo in 1945.

_____ Egypt joined with Syria to become the United Arab Republic

_____ The Syrian middle class did not like Nasser's program for economic reform.

22. Your text was written in 1971, which is over 9 years ago. Is the struggle between Israel and the Arab world still going on?

_____

23. Sadat is now the leader of Egypt. Do you think he feels the same way about Israel as Nasser did?

_____

24. Read the information and look at the map on p. 254. See if you can answer the questions on this page by carefully looking at the map. You do not need to <u>write</u> answers to the questions. Just <u>think</u> about them.

25. On the bottom of this page write a paragraph about the most interesting thing you have learned about the Middle East in this entire unit. You many go back to things you learned in the first three chapters.

BEST COPY AVAILABLE

Chapter 4

A Sociologist Looks at the Middle East

The many different groups of people in the Middle East have varied needs and patterns of behavior. The sociologist, who studies human relationships, has discovered that attitudes vary widely within this area. Egypt and Israel, especially, view life and their role in it quite differently. The sociologist finds that the events of history have helped to mold the feelings of the people.

[illegible]

The Ottoman Turks were the last great power to hold much of the Middle East. The Ottomans came from what is modern Turkey and swept south into the Levant, taking Palestine in 1516 and Egypt in 1517.

The sultans ruled from their capital, Constantinople, which is now called Istanbul. But they turned out to be poor rulers, and the vast empire was managed by local *pashas,* or governors, and *beys,* or princes, who were usually corrupt. The Ottoman Empire became known as the "Sick Man of Europe" because of its confused condition. As a result, it finally fell apart in World War I.

The collapse of the Ottoman Empire marked the beginning of the modern age for the Middle East. The amount of local power allowed under the sultans gave the people some experience at self-government, and at the same time gave them a taste for more freedom.

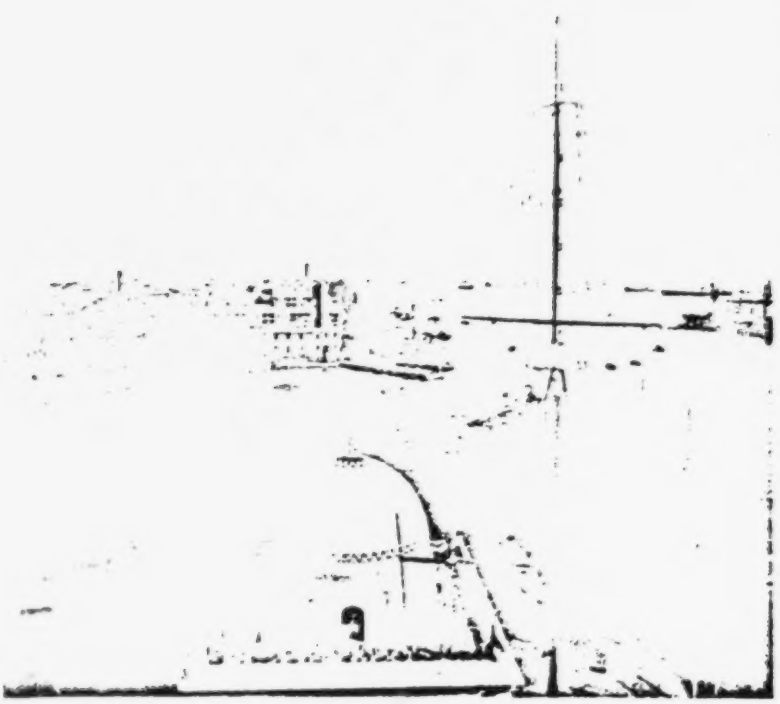
OTTOMAN EMPIRE

Egypt Works Toward Independence Under the Ottoman sultans, Egypt became increasingly independent. The pasha came to be known as a *khedive*, or viceroy, and was allowed much freedom in governing Egypt. Land, which had become more and more concentrated in the hands of the rich people was taken and redistributed to the peasants. This change, however, did not last very long.

Egypt moved steadily toward modernization. Dams were built and the cultivation of cotton for export was begun. Because Great Britain and France had both invested so much money in building the Suez Canal, they began to insist on having some voice in Egyptian financial affairs. An antiforeign rebellion discouraged France, but it encouraged Great Britain to tighten its hold.

Egypt Becomes a Monarchy When Turkey collapsed along with the Central Powers with whom it was allied in World War I, Britain declared Egypt a protectorate and chose a khedive more sympathetic to British interests. However, Egyptian nationalists did not like this arrangement. Finally in 1922 Britain concluded a treaty calling for a constitution for Egypt and for a monarch. The first monarch was King Fuad I.

BEST COPY AVAILABLE



The entrance to the Suez Canal at Port Said

King Farouk, in 1950

Egypt As a Republic The Egyptians got along little better under their new kings than they had under the sultans and pashas. Gradually, Great Britain withdrew its influence although it pledged to aid Egypt if attacked by a foreign power.

King Fuad quarreled with nearly everyone, and finally dissolved the parliament. His son Farouk became king and at one point he revoked the constitution for five years and ruled as dictator of Egypt.

In 1952, after a sudden revolt, Farouk was persuaded to step down as king. The next year a constitutional committee voted to abolish the monarchy, and Egypt became a republic.

As early as the eighteenth century, strict Jewish leaders became fearful that when Jews were absorbed into other cultures, they would forget their ancient heritage and their true religion. The result of these fears was the appearance of the movement named **Zionism,** after *Zion,* the stronghold in Jerusalem conquered by King David centuries ago.

The Jews began to think of themselves as a widely scattered people who should be reunited and live together as one nation, a nation that was not necessarily in Palestine. It was the Hungarian Jew, Theodor Herzl, who turned the original effort into a planned worldwide movement. He called the first World Zionist Congress in Basel, Switzerland, in 1897.

Zionists continued to hold congresses and work in world politics for the betterment of Jews everywhere. Many Americans gave money to support these activities.

Many Jews still felt that a Jewish nation was needed, and most preferred their ancient homeland, Palestine.

What was the goal of the Zionists? Why do you think Americans gave money to the Zionist movement?

246

38 • THE MIDDLE EAST

Palestine Under the British Mandate Following World War I, Great Britain, who had conquered the area during the war, acquired Palestine as a mandate of the League of Nations. A *mandate* is a territory assigned to a conquering nation which, in turn, must see that a responsible government is established in the area.

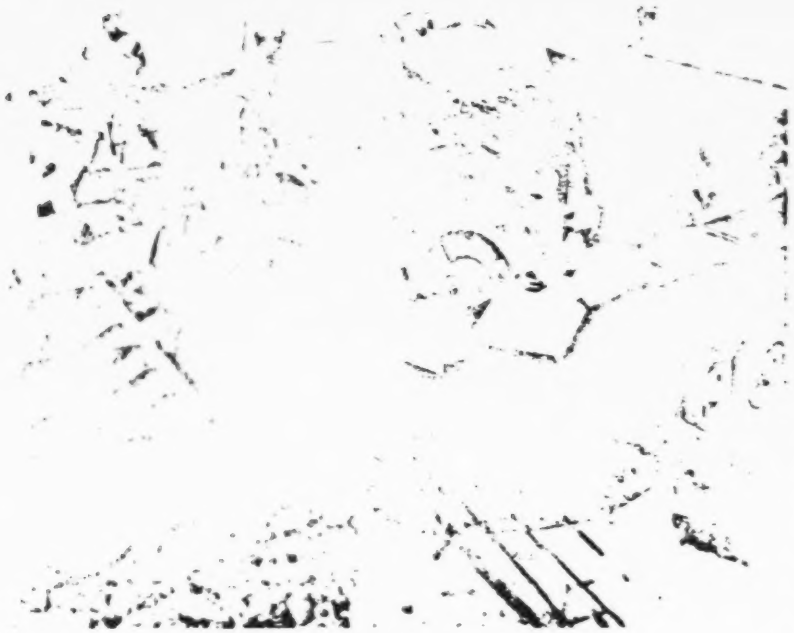
In the early years of the mandate, there was a steady increase in Jewish immigration to Palestine. As a result, serious riots between Arabs and Jews began, for the Arabs were afraid that they would be forced to leave Palestine.

In 1933 the terrible persecutions of the Jews by Adolf Hitler in Nazi Germany began. In the Middle East, too, many of the Moslem countries were persecuting their Jewish subjects. The idea of a protected country for persecuted Jews became a pressing one. Immigration to the Holy Land once more rose sharply.

Partition Suggested In 1936, Great Britain, which was concerned and uneasy over its mandate, announced a proposed *partition,* or division, of Palestine between Arabs and Jews. The Arabs were furious.

The British finally changed their minds about the whole question in 1939.

BEST COPY AVAILABLE



Many German tanks such as these were destroyed by the Allies in the North African campaign of World War II. The Axis powers, Germany, Japan, and Italy, sent armies across North Africa because they wanted control of the Suez Canal and of the whole Mediterranean. They were stopped inside Egypt, only 70 miles from Alexandria, and were driven back.

They declared their intention of creating an undivided, independent state, which would have a large Arab population. The British also proposed gradually limiting Jewish immigration and then finally ending all Jewish immigration to Palestine.

Why do you think Great Britain had such a difficult time in Palestine? Why do you think the British changed their plans? How do you think many Jews felt about Great Britain's decision? Why?

World War II When World War II broke out, both Egypt and Palestine respected their obligations to Great Britain, and so they joined the *Allies*. Tensions among the people of the Middle East were eased during the war, when everyone was fighting to defeat the common enemy. Following the war, however, terrorist activities on the part of local agitators pitted not only Arab and Jew against each other, but both against the British. Great Britain finally had had enough. It announced its intention of ending the mandate and leaving Palestinians to their own fate.

Why did both Arabs and Jews turn against the British?

Partition at Last The entire issue soon came before the United Nations. It was one of the first important controversies discussed in that organization. On November 29, 1947, the General Assembly approved the partition of Palestine by a vote of 33 to 13, with 13 nations not vot-

BEST COPY AVAILABLE

BEST COPY AVAILABLE

David Ben-Gurion, first Premier of Israel, signing the Proclamation of Independence, 1948

ing on the issue. Both the United States and the Soviet Union voted for partition. This was one of the few times they ever voted alike, and it was a strange case of agreement in light of the later feelings of each about developments in the Middle East. France voted for partition. Britain, because of its mandate, abstained from voting. The entire Arab bloc together with other Moslem countries' delegations left the meeting in anger.

The New State of Israel Under the direction of the United Nations, the British ended their mandate and withdrew all their forces by May, 1948. A Jewish state of Israel was at once proclaimed in Tel Aviv. President Truman immediately acknowledged the new state, and so the United States was one of the first nations to establish relations with Israel. The Arabs' reaction was violent. They felt the old, colonial Western powers were once more forcing a solution upon the Middle East that would not work.

The Arab-Israeli War Arab armies from all countries surrounding Israel moved upon the new state. Egypt was expected to lead these countries. However, its army got no help from home to back it up since King Farouk was not too concerned about the fighting and the Arabic cause. The other Moslem nations either had too few arms or waited too long to see what would happen to their allies.

Israel beat back the Arab forces on all sides and won the war. It lost none of its territory and even increased its holdings by one half. Also, the war had displaced more than two thirds of the Arabs, leaving the Israelis in the majority.

Independence

Both the United States and Israel were founded in the midst of strife and turmoil. Both declared their independence, but in different ways. Read and compare these two excerpts.

The Declaration of Independence

. . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . .

July 4, 1776

The Proclamation of Independence

. . . THE STATE OF ISRAEL will be open to Jewish immigration and the ingathering of exiles. It will devote itself to developing the Land for the good of all its inhabitants.

It will rest upon foundations of liberty, justice, and peace as envisioned by the Prophets of Israel. It will maintain complete equality of social and political rights for all its citizens, without distinction of creed, race or sex. It will guarantee freedom of religion and conscience, of language, education and culture. It will safeguard the Holy Places of all religions. It will be loyal to the principles of the United Nations Charter . . .

May 14, 1948

How do the titles of these documents differ? How are the goals of each nation similar? Which document is more specific? Why? Under what historical conditions were the two written?

Now more than ever, it was time for the Arabs to try to come to an agreement and unite their efforts. What they needed was a strong leader, who could unite the Arab countries in a common cause.

Nasser The real figure behind the overthrow of King Farouk was a thirty-four-year-old lieutenant colonel named Gamal Abdal Nasser, the son of a postmaster. He had led school demonstrations against the British, had tangled with the police, and he admired George Washington. Nasser became premier in 1952, and in 1954, he ousted the president and ruled at the head of a military *junta*, or group in control after seizing power.

The Suez Crisis Nasser wanted to build the Aswan High Dam, and tried to get financial aid from the United States and the World Bank. Hoping to win his support for pro-Western policies, the United States promised him money for the dam. The situation changed, however, when Nasser tried to buy arms from the United States to use against Israel. He was refused, and so he asked for and received weapons from the Soviet Union. Then the Western countries, led by the United States, canceled the offer of funds for building the dam.

Nasser decided to get even with the Western countries. On July 26, 1956, he announced that he was taking over the British-dominated private Suez Canal Company and nationalizing the canal. In October and November, 1956, Britain, Israel, and France invaded Egypt, hoping to overcome the Nasser government. But the Egyptians fought them to a standstill. The United Nations, with the support of the United States and the Soviet Union, brought a quick end to hostilities.

Why do you think the Western countries wanted to overthrow Nasser's government?

Neutral Egypt Nasser then decided that Egypt would be a *neutral* country; that is, it would not take sides in war between any other countries.

After the Suez crisis, the Soviet Union became more actively interested in the Middle East and in the Arab cause. It came to Nasser's aid with offers of money for both the dam and military supplies. Somewhat later, Nasser was able to obtain a billion dollars' worth of assistance from the United States, mostly wheat.

BEST COPY AVAILABLE

During the attack on the Suez Canal in 1956, Egyptian boats were sunk, blocking the canal.

Kuwatley of Syria and Nasser of Egypt signed articles of union in 1958 to form the U.A.R.

The Arab League The League of Arab states was formed in Cairo as early as 1945. It was encouraged by the British, even though its purpose was to oppose Zionism. Britain thought the League would keep the Arabs from getting restless. Egypt, Saudi Arabia, Yemen, Trans-Jordan, Syria, and Lebanon, the original members, were later joined by the Sudan, Libya, Tunisia, Algeria, Morocco, and Kuwait. They all agreed to work together for the common Arab good. The League soon proved to be loose and weak, because there was much jealousy and arguing among the members.

The United Arab Republic In 1958, Nasser went a step further toward strengthening the Arab position. Egypt joined with Syria to form what was called the United Arab Republic. Pro-Nasser supporters in all the Middle Eastern countries were overjoyed. They hoped for a great confederation of Arab peoples at last. Nasser remained the leader, but his program for economic reform for both Egypt and Syria was not liked by the strong, Syrian middle class.

When Nasser tried to move the Syrian cabinet to Cairo in 1961, Syria withdrew from the union. This was a great relief to the monarchs still left in the Middle East, for they were afraid of losing power. Now Egypt alone remained known as the United Arab Republic. Syria's official name became the Syrian Arab Republic.

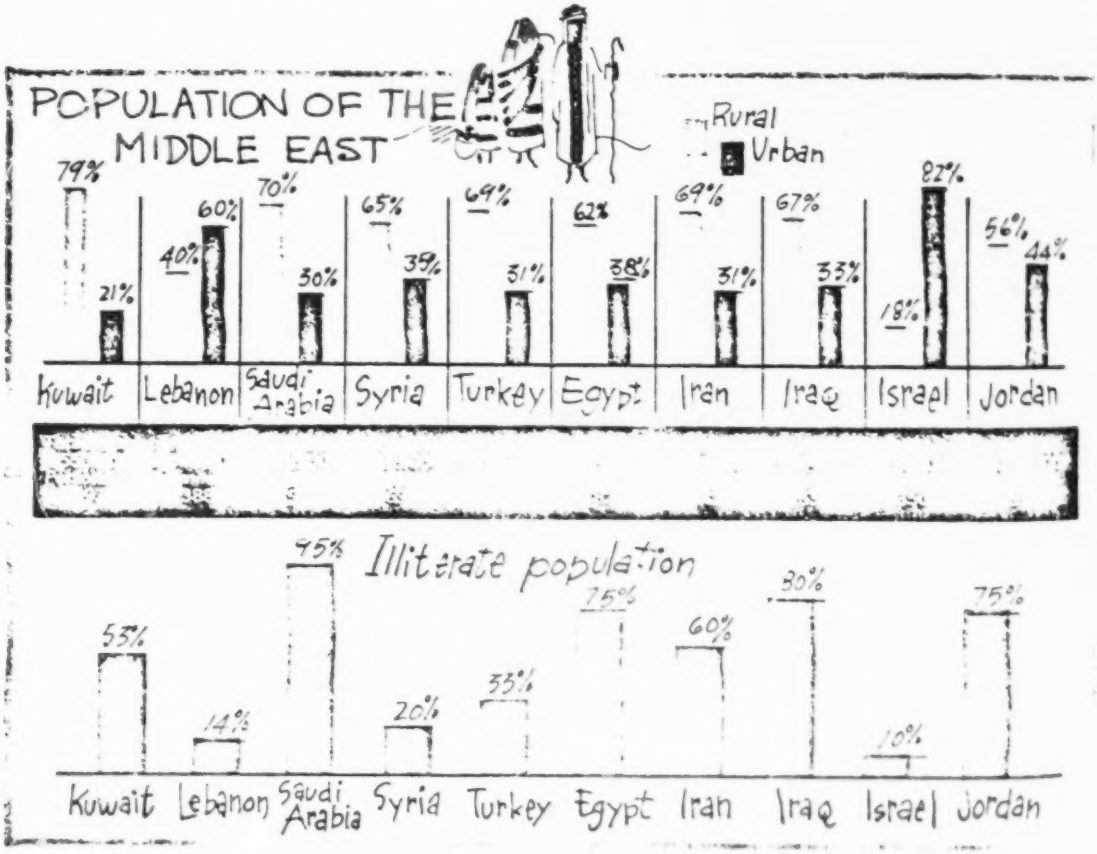
What seemed to be the effect of the creation of the Arab League?

BEST COPY AVAILABLE

Population of the Middle East

The charts below give the following information: total population, number of people per square mile, percent of rural and urban population, and percent of the illiterate population (those who cannot read or write).

Which two countries have over 30,000,000 people? Which of the two is more crowded? Which country is the least crowded? The most crowded? In general, what is the relationship between the rural and urban population? In what three countries are there more people who can read and write?



BEST COPY AVAILABLE

[illegible] in the Middle East

The Middle East today makes the news headlines throughout the world. Sometimes a leading article may discuss the troubles of homeless Arabs. Israeli leaders make new announcements. And the struggle between Israel and the Arab world goes on. What events have led to this worldwide concern in the Middle East?

Israel and the Six-Day War After continued terrorism and fighting in Israel for several years, conflict again broke out in 1967. The Arabs determined to make an attack on Israel which would destroy it. Egypt was the leader of the attack, and on May 19, 1967, Nasser ordered the United Nations Emergency Force out of the Middle East. Next, to the surprise of the world, on May 23, 1967, Egypt barred the straits of Tiran to Israel, closing the Gulf of Aqaba to Israeli shipping.

Israel was attacked once more from three sides by its Arab neighbors. Nevertheless, in six days the Israelis beat back all the invaders and drove deep into their own territories.

The war was a mixed blessing for Israel. It added to her great refugee problem, which had been growing since 1948. Many of the Arabs who fled from Israel during the war were now homeless and rootless, living in poverty just inside Moslem borders. All that kept them alive was relief from the United Nations.

What have you learned which explains why Nasser led the 1967 attack against Israel?

What have you learned which explains why the Gulf of Aqaba was so important to Israeli shipping?

In what way was the Six-Day War a "mixed blessing" for Israel?

This mother and child share the fate of 1½ million Arab refugees made homeless by war.

Israel: 1948 and 1967

The map at the left shows the boundaries of Israel as set by the United Nations in 1948. The map at the right indicates the cease-fire lines at the end of the Six-Day War in 1967. Compare the two maps and answer the questions:

How far west did Israel extend its boundaries? How far east? From what three countries did Israel conquer territory? What small area along the Mediterranean Sea came under Israeli control?

BEST COPY AVAILABLE

255

Top: Israeli-born young people, called Sabras, enjoy studying together and talking things over at an outdoor café in Tel Aviv.

Bottom: Students at Cairo University take time out for relaxation. Enough teachers are trained here to meet the country's needs.

The Middle East Today The Middle East was left with an uneasy peace. The Soviet Union arguing for the Arab cause, called Israel an aggressor and demanded that it give back all captured territory. Some Arabs continued to pledge never to recognize the existence of Israel.

The United States, trying to steer a neutral course, hoped for a true settlement that would satisfy both sides and bring peace. But the whole issue remained undecided in the United Nations.

1. Why was the Ottoman Empire known as the "Sick Man of Europe"?
2. Why did Egypt first have a monarchy rather than a republic?
3. What were the aims of Zionism?
4. What two countries were created from the partition of Palestine?
5. What are some of the reasons for the trouble between the Arab League and Israel?

1. The Middle East has been called a crossroad. In what ways was it a crossroad in ancient times? in modern times? Why is it a religous crossroad? a crossroad between new technology and old tradition? What advantages and disadvantages are there in being a crossroad?
2. How can modern technology help to solve some of the problems of the Middle East? What kinds of technology would be most needed? Why do you think technology has played a greater role in Israel's economy than in the Arab nations?
3. What evidence would you give to show that the ancient Sumerians and Egyptians had highly developed civilizations?
4. Why do you think Israel was better able to unite its people than were the Arab countries?

1. Begin a scrapbook or bulletin board of news from the Middle East. Collect newspaper and magazine articles and pictures describing events in Egypt, Israel, and other Middle East countries. Include articles concerning the United Nation's efforts to maintain peace in the area.
2. The Middle East is the birthplace of 3 of the world's major religions. Prepare a brief report on the historical beginnings and present day beliefs of Christianity, Judaism, and Islam.
3. Do a research project on oil and petroleum products. Find out how it is located, how it is removed from the earth, how it is refined, transported, and used. Draw a series of pictures illustrating the different steps of oil production. Complete your project with a map showing the major sources of oil in the world.
4. Draw a time line of major events in the history of the Middle East. Be prepared to explain your selections.

APPENDIX B

Egypt Attempts to Unite the Arabs

Now more than ever, it was time for the Arabs to try to come to an agreement and unite their efforts. What they needed was a strong leader, who could unite the Arab countries in a common cause.

Nasser The real figure behind the overthrow of King Farouk was a thirty-four-year-old lieutenant colonel named Gamal Abdal Nasser, the son of a postmaster. He had led school demonstrations against the British, had tangled with the police, and he admired George Washington. Nasser became premier in 1952, and in 1954, he ousted the president and ruled at the head of a military *junta*, or group in control after seizing power.

The Suez Crisis Nasser wanted to build the Aswan High Dam, and tried to get financial aid from the United States and the World Bank. Hoping to win his support for pro-Western policies, the United States promised him money for the dam. The situation changed, however, when Nasser tried to buy arms from the United States to use against Israel. He was refused, and so he asked for and received weapons from the Soviet Union. Then the Western countries, led by the United States, canceled the offer of funds for building the dam.

Nasser decided to get even with the Western countries. On July 26, 1956, he announced that he was taking over the British-dominated private Suez Canal Company and nationalizing the canal. In October and November, 1956, Britain, Israel, and France invaded Egypt, hoping to overcome the Nasser government. But the Egyptians fought them to a standstill. The United Nations, with the support of the United States and the Soviet Union, brought a quick end to hostilities.

Why do you think the Soviet Union wanted to overthrow Nasser's government?

Neutral Egypt Nasser then decided that Egypt would be a *neutral* country; that is, it would not take sides in war between any other countries.

After the Suez crisis, the Soviet Union became more actively interested in the Middle East and in the Arab cause. It came to Nasser's aid with offers of money for both the dam and military supplies. Somewhat later, Nasser was able to obtain a billion dollars' worth of assistance from the United States, mostly wheat.

17. This paragraph 17 is an introduction to the information that follows. It says that the Arabs needed a strong leader to unite them in order to successfully fight against Israel. Read the next section and on the lines below write the first sentence that tells you who this strong leader was.

_____

_____ 17

_____

18. One sentence below states a cause. Draw one line under it. The other sentence states an effect. Draw two lines under it.

18

Nasser took over the British dominated Suez Canal company.

Western countries canceled their offer of funds for building the Aswan Dam.

19. On what page in your text have you already read about the Aswan Dam.

_____. According to the information on this page what country eventually helped Egypt to build it?

_____

20. Earlier in your text you were told why the Suez Canal was so important. Go back and find this earlier section on the Suez and then explain why it was so important on the lines below.

_____ 18

_____

BEST COPY AVAILABLE

55

BEST COPY AVAILABLE

17. This paragraph 17 is an introduction to the information that follows. It says that the Arabs needed a strong leader to unite them in order to successfully fight against Israel. Read the next section and on the lines below write the first sentence that tells you who this strong leader was.

_____

_____ 17

_____

18. One sentence below states a cause. Draw one line under it. The other sentence states an effect. Draw two lines under it.

18

Nasser took over the British dominated Suez Canal company.

Western countries canceled their offer of funds for building the Aswan Dam.

19. On what page in your text have you already read about the Aswan Dam.

_____. According to the information on this page what country eventually helped Egypt to build it?

_____

20. Earlier in your text you were told why the Suez Canal was so important. Go back and find this earlier section on the Suez and then explain why it was so important on the lines below.

_____ 18

_____

62

Now more than ever, it was time for the Arabs to try to come to an agreement and unite their efforts. What they needed was a strong leader, who could unite the Arab countries in a common cause.

Nasser The real figure behind the overthrow of King Farouk was a thirty-four-year-old lieutenant colonel named Gamal Abdal Nasser, the son of a postmaster. He had led school demonstrations against the British, had tangled with the police, and he admired George Washington. Nasser became premier in 1952, and in 1954, he ousted the president and ruled at the head of a military *junta*, or group in control after seizing power.

The Suez Crisis Nasser wanted to build the Aswan High Dam, and tried to get financial aid from the United States and the World Bank. Hoping to win his support for pro-Western policies, the United States promised him money for the dam. The situation changed, however, when Nasser tried to buy arms from the United States to use against Israel. He was refused, and so he asked for and received weapons from the Soviet Union. Then the Western countries, led by the United States, canceled the offer of funds for building the dam.

Nasser decided to get even with the Western countries. On July 26, 1956, he announced that he was taking over the British-dominated private Suez Canal Company and nationalizing the canal. In October and November, 1956, Britain, Israel, and France invaded Egypt hoping to overcome the Nasser government. But the Egyptians fought them to a standstill. The United Nations, with the support of the United States and the Soviet Union, brought a quick end to hostilities.

Neutral Egypt Nasser then decided that Egypt would be a *neutral* country; that is, it would not take sides in war between any other countries.

After the Suez crisis, the Soviet Union became more actively interested in the Middle East and in the Arab cause. It came to Nasser's aid with offers of money for both the dam and military supplies. Somewhat later, Nasser was able to obtain a billion dollars' worth of assistance from the United States, mostly wheat.

63

BEST COPY AVAILABLE

APPENDIX C

A Plantation Owner and His Family Move West

1. The main idea of these three paragraphs is not stated. But we can <u>infer</u> that it is the following:

> Many settlers moved into the South Central States looking for good cheap land.

Reread the information in [1 and see if you agree with this main idea statement.

Check one:

☐ agree

☐ disagree

2. Rewrite the first sentence in [2 by replacing the word "they" with another word (or words) that means the same thing.

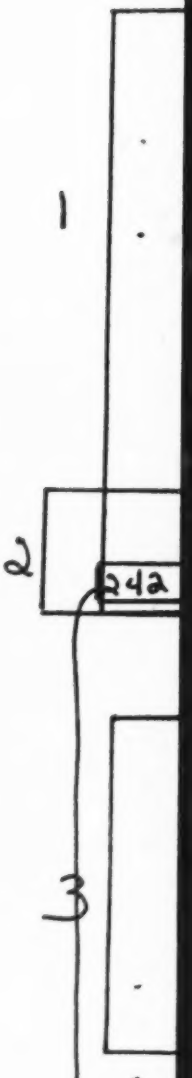
_____

_____

When we rewrite some words or sentences and use different words, we are paraphrasing. You have just written a paraphrase.

3. Which sentence in [3 tells about the problems John Denny is having. Write the first four words of that sentence on the line below.

_____



These page numbers were included on the gloss activity sheets to provide a guide for lining up the activities with the text.

4. Reread ⌊ 4. The sentences below are taken from ⌊ 4. Draw one line under the sentence that states a cause. Draw two lines under the sentence that states an effect.

John Denny looked at the fields of tobacco - his cash crop.

The tobacco leaves were selling for less and less.

The plantation was no longer making a profit.

5. Which one of the following sentences best states the main idea of all the paragraphs in ⌊ 5? Draw a line under it.

Many of Denny's neighbors had gone west.

People had to move because the soil was worn out.

Corn and tobacco used up the richness of the soil.

Rainwater washed away the soil on deserted plantations.

6. Carefully reread ⌊ 6 and then write two reasons why John Denny bought the land that he did.

1. _____

_____

2. _____

_____

7. Reread the last sentence in [7. What was one of Mrs. Denny's troubles?

_____

243

7

8. The subheading for this whole section which ends in the middle of the first column on p. 244 is the question, "What crops did John Denny decide to raise?" We soon learn that the main crop will be cotton. The main idea for this whole section is that: Cotton will be more profitable to grow than tobacco plants. Cotton was profitable for a number of reasons which are stated in this section.

List two of these reasons:

8

1. _____

_____

2. _____

_____

These reasons could be called supporting details because they support the main idea of the section.

9. Reread this sentence [9] Who does the "we" in the sentence refer to?

_____

10. Reread [10] and rewrite the subheading which is now stated as a question; as a main idea statement. (Remember that in question 8 we showed you how we turned the subheading into a main idea statement.)

_____

11. Reread [11] and put the following events into the right order by putting a 1 on the blank in front of the event that happened first, a 2 on the blank in front of the event that happened second and so forth...

____ The Denny's crossed the Appalachians from Virginia into Tennessee.

____ The Denny's left Virginia in the autumn of 1830.

____ The Denny's turned southwest at Nashville.

____ The Denny's arrived in Mississippi in December.

____ The Denny's followed a road called the Natchez Trace.

(Read to the end of the section entitled, "It took two months to make the journey.")

13

12. Write the most important event that happened in [12.

245

245

13. A. Rewrite the subheading for [13 as a statement which will tell what the main idea for [13 is.

_____

_____

B. Find a sentence in [13 which is a supporting detail for the main idea you wrote. Write the first four words of that sentence on the line below.

12

_____

_____

Settling the South Central States

While some settlers were moving into new lands of the North Central region, others were streaming into what became the South Central States. Like the northern settlers, these people were looking for good, cheap land.

Most of the settlers who moved into the South Central region came from the southeastern part of our country. Some owned large plantations in eastern states and had many slaves. But they piled their belongings into wagons and exchanged their fine, old homes for frontier cabins and hardships of the West.

Why do you think they wanted to move west? The following story will help you to understand why many people moved from the Southeast to the South Central region.

242

A Plantation Owner and His Family Move West

It took John Denny a long time to decide to move west from Virginia. He walked around his plantation many times and looked at the fields of corn, wheat, and vegetables. He counted his cattle and listened to the squeal of hogs digging for juicy roots and acorns.

The corn was not as high as it had been the year before, and fewer cattle were grazing in the pastures. Would there be enough to eat for Ann, the children, and all the slaves?

Then John Denny looked at the fields of tobacco—his cash crop. The plants were poor and each year they were getting smaller. The tobacco leaves were selling for less and less money. The plantation was no longer making a profit.

Denny knew what the problem was. He knew that much of the soil was worn out. For years he and his father and his grandfather before him had been planting crops of corn and tobacco in the same fields. These crops had used up the richness of the soil.

Many of Denny's neighbors, who had the same problem, had already gone west. All along the country roads, abandoned buildings and fences were falling down. On deserted plantations weeds grew here and there, and rainwater washed away the soil, leaving deep gullies of bare, red ground.

How did Denny find the land he wanted for his new plantation? Long before John and Ann Denny finally decided to move west, John visited the state of Mississippi. He looked over the rich, unplowed land and talked with farmers who had land to sell. Then one day he found just the place he wanted in central Mississippi. The land was just 40 miles (64 km.) east of the Mississippi River. If he bought this land, he would be able to haul his product to the nearest river town. Then they could easily be shipped downstream to New Orleans.

When Denny returned from his trip, he talked over his problem with his wife. Together they decided to buy the land Denny had chosen and move west. Ann was sorry

plantation	*gullies*	*caravan*
cash crop	*waterpower*	*province*
profit	*cotton boll*	*abolished*
abandon	*cotton gin*	*treaty*

How did the South Central States become a "Cotton Kingdom"?

243

Tobacco (above left) was the main cash crop back in Virginia when the Denny family lived there. But new cloth mills in Europe and New England created a demand for cotton, and it became the chief crop of the new plantations in the South Central States (above right). With both, whether it was tobacco or cotton, it was hard-working slaves who did the planting, cultivating, and harvesting and made the plantation owner's profit possible.

to leave her fine home and take her children to the rough log cabins that were on the new plantation. But she saw that John was worried so she kept her troubles to herself.

What crops did John Denny decide to raise? "We will have many problems to face," Denny told his wife. "You know that I will have to learn how to raise cotton now. That will be our cash crop instead of tobacco plants."

"Why don't we raise tobacco in Mississippi?" asked Ann. "Wouldn't it be better to stick to the same crop?"

"Cotton will be much more profitable, and tobacco plants wouldn't grow well," answered Denny. "You remember the last time we went to the general store, you bought some cloth that was made on weaving machines. Those machines are driven by waterpower. With them, cotton cloth can be manufactured faster and cheaper than ever before. Huge amounts of cotton thread for the weaving machines are spun on power-driven spinning wheels.

"More and more people want cheap cotton cloth. It is easier to wash and keep clean than wool or linen. Factories in England and in the New England States are buying all the cotton that planters can raise.

"The farmers I talked to in Mississippi also said that a wonderful invention is helping them clean the cotton bolls. They said

that about 30 years ago cotton growers had to pick the seeds out of the cotton bolls by hand. This was a terribly slow job. One man working all day could clean only about one pound of cotton. Think how long it must have taken to clean all the cotton in a 500-pound bale.

"Now they are using the invention of a man whose name was Eli Whitney. The invention has metal 'fingers' to tear the fibers apart and free them from the seeds. It is called a cotton gin. With this machine, a slave can clean 50 pounds of cotton a day.

"In the last 40 years, many improvements have been made in the cotton gin. Some planters are even using gins run by horsepower or waterpower. These gins will clean 1,000 pounds of cotton in one day. If we are lucky, someday soon we will be sending big loads of cotton from our plantation to markets in New Orleans."

244 **How did the Dennys travel to Mississippi?** One day in the autumn of 1830, the Dennys headed west with a regular caravan of wagons. Horses, a herd of mules, and a pack of hunting dogs were also part of the caravan. Sixty-five slaves—men, women, and children—as well as the Denny family and the plantation overseer, moved along in good spirits. The family carriage brought up the rear of the line.

The wagons were loaded with household goods and furniture, tents, farm tools, food supplies for the trip, and seeds for planting corn and vegetables in Mississippi. Denny planned to buy cottonseed when he arrived there.

Slaves drove the mule teams that were hitched to the wagons, and the women and children rode on top of the loads. Several slaves rode horseback to herd the horses and mules. The rest of the men and the older boys walked.

Mrs. Denny and the children rode in the family carriage, with the Negro coachman driving the big carriage horse. Denny and his overseer rode horseback. That way they could keep an eye on the caravan and see that everything was all right.

On the way the party camped out, sleeping in tents or on the ground under the wagons and cooking their meals over campfires. They crossed the Appalachians from Virginia into Tennessee. At Nashville they turned southwest, following the road called the Natchez Trace. It led to Mississippi.

It took over two months to make the journey. There were days when they managed to travel only a few miles. But they arrived at last, early in December. Then they found out that heavy winds—the tail end of a hurricane blowing up the Mississippi River from the Gulf of Mexico—had damaged the cabins they had expected to use.

One cabin had blown down. The rest leaked, and it was raining again. The Denny family spent the first night in their new home trying to sleep with rain dripping in through a leaky cabin roof.

Work started the next day in spite of more rain. Like many other settlers who moved onto lands nearby, Denny depended greatly on his slaves to do most of the hard labor. He put one group of slaves to work repairing the cabins. The overseer took another group of slaves out to begin clearing land. They cut down trees and piled up branches and brush to be burned. The good logs they would use to put up new buildings. Others would be cut up for firewood. Big trees were girdled and left to die.

Later, when there was time, slaves would split rails to make fences so that Denny could pasture the hogs, cattle, horses, and mules. But the most important thing was to get enough land cleared to plant corn and cotton in the spring.

It might take several years before Ann Denny would have a big house built of lumber. The family would have to do without many comforts they had been used to in Virginia.

Why did Denny need many workers? John Denny planned to clear about 100 acres of land each year. It took many men long hours of work to kill big trees and clear underbrush. On this new ground Denny would plant his cotton. The cleared land would produce good crops for several years.

Once the land was cleared, there was still much work to do. Growing cotton took a great deal of hard, patient work. Seeds had to be planted by hand. When the cotton plants came up, the rows had to be cultivated. In the warm, moist climate, weeds and grass grew much faster than the cotton plants. Hoeing weeds and chopping out grass had to be done over and over again. Finally when the plant had grown and the cotton bolls had burst open, the cotton had to be picked by hand. All this work was done by the slaves.

All over the South, planters like John Denny were able to produce large crops through the use of slave labor. They made big profits when cotton prices were good. With this money they bought more land and more slaves.

The planters soon owned most of the good land. In time John Denny owned 4,000 acres and 500 slaves.

What happened to farmers who sold their land to big plantation owners? Some families who sold their farms to planters moved on farther westward. A few were able to buy larger farms and slaves and become plantation owners themselves. Many others moved into hilly areas or pinelands where the soil was not so good. Some made a living raising hogs, cattle, and corn to sell to nearby planters who used all their land for a cash crop. But even on small farms, cotton was usually grown on several acres. This was the one crop a farmer could rely upon for a cash income.

Eventually settlers in the South Central region became wealthy enough to build homes like this one.

The Settlement of Texas

By 1825 enough people had moved into the South Central region to create four new states. Use the table on page 261 to discover which states were first created in this region. Which was the last South Central state to be admitted to the Union?

Six of the South Central States became a part of the United States under a plan much like the one used in forming the North Central States. The history of Texas is, however, very different from that of the other states.

Early days in Texas. The Spanish were the first to explore the southwestern part of the United States. Later, this region became a part of the Spanish colony of New Spain. It was called the Province of Texas.

In 1821 the people of Mexico won their independence from Spain. Texas became a province of the new nation of Mexico. In that same year, a young American named Stephen Austin led 300 families from the United States into Texas. Mexico was glad

to see Americans settle in Texas because the area was only sparsely settled. The settlers in Austin's group got land at a cost of only 12½ cents an acre.

The land was fertile and much cheaper than much of the land in the United States. Soon thousands of Americans were moving to Texas. Although Mexican law forbade slavery, some of the settlers brought slaves with them to help raise cotton. By 1830, there were about 20,000 Americans in Texas —more Americans than Mexicans.

Alarmed by the Americanization of Texas, the Mexican government passed a law forbidding any more Americans to settle there. Perhaps more important, the Mexican army was sent into Texas to make sure Mexican laws were obeyed.

Texas declares its independence. While many Texans decided to obey the Mexican laws, there were frequent arguments and fights between the army and the settlers. Feelings between the two groups continued to get worse.

Meanwhile the government of Mexico changed, and in 1835 its new leader, General Santa Anna, resolved to bring Texas under direct control. Texans feared dictatorship and rose up in revolt.

Santa Anna marched with his army into Texas. At San Antonio, a small group of Texans made a fort out of a little church called the Alamo. Santa Anna surrounded the Alamo with nearly 4,000 troops and demanded that the Texans surrender. Although they had only 187 men, the Texans answered "Victory or death!"

After two weeks of fighting, the Mexicans did manage to take the fort, but not until every one of the Texans had died in the battle. And the Mexicans lost more than a thousand men!

The people of Texas soon heard of the brave men of the Alamo. They formed an

For Freedom under Four Flags

José Antonio Navarro was born in San Antonio in 1795. It was then a small town on the edge of the Spanish empire. In his teens, Navarro joined the fight for Mexico's independence. After the revolution he worked to make the new independent government of Mexico a success. He met Stephen Austin, who was leading American settlers into the area. The two men became good friends, and Navarro helped to protect the rights of the settlers.

When conflict arose between the settlers and the Mexican government, Navarro was torn between his loyalty to Mexico and his feeling that the settlers were right in demanding freedom. He again decided to join the cause of freedom. He became one of the signers of the Texas Declaration of Independence. Later, while leading a Texas expedition to Santa Fe, he was captured by Mexican troops and tortured as a traitor. He escaped after three years in prison and returned to Texas. There he helped write the state constitution when Texas became a part of the United States.

Whether a citizen of Spain, Mexico, Texas, or the United States, José Antonio Navarro worked hard for freedom and representative government.

People used any means they could to enter the Indian Territory in the Oklahoma land rush.

army under the leadership of Sam Houston and challenged the now weakened Mexican army. The battle was fought near the present city of Houston. With the cry "Remember the Alamo!" on their lips, the Texans won a complete victory. Texas became an independent republic and Sam Houston was elected its president.

Texas becomes the 28th state. Texas remained an independent republic until 1845. Then by agreement between the Texan and United States governments it became one of our states. This made Mexico angry, for it had never agreed to Texan independence. Shortly afterward, trouble arose over the boundary between Texas and Mexico, and the United States declared war on Mexico.

After much fighting, the American armies won out. The peace treaty fixed the boundary at the Rio Grande. Mexico also gave the United States a large area stretching from Texas to the Pacific Ocean. (See the map on page 267.)

How Oklahoma Became A State

For many years Oklahoma was closed to white settlers. It was called the Indian Territory and was set aside for Indian tribes. Many of the Indians, such as the Cherokee who came from Georgia, had been forced to leave their homelands and had been compelled to settle in Oklahoma.

Despite the fact that the land was supposed to be for the Indians, many whites wanted to settle there. For some years the army had trouble keeping squatters out.

Finally, pressure for settlement grew too great. The government forced the Indians to sell large portions of their lands and then set April 22, 1889 as the day when white settlement could begin.

When the day came, thousands of settlers lined the Oklahoma borders. At noon soldiers fired the starting shots, and the race was on! On horseback, in wagons, on foot, the settlers dashed to claim the land they wanted. In a few weeks land was being plowed and houses were being built. Just 18 years later Oklahoma became a state with more than 500,000 people.

247

Checking Up

1. Why did many southeastern plantation owners decide to move to the South Central region?
2. What inventions helped make cotton farming very profitable?
3. In what ways was John Denny's plantation different from the Edwards' family farm in the North? (See pages 212-213.)
4. To which nation did Texas belong when it was first being settled?
5. Why did the Texans revolt?
6. To whom did Oklahoma first belong? What must have happened to these people?